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CONFEDERATION OF AMERICAN EDUCATORS

Executive Committee  
Avenida Anauro 44 - San Bernardino  
Caracas, Venezuela

SEVENTH AMERICAN CONGRESS OF EDUCATORS

Conclusions, Decisions, and Resolutions

Lima, Peru, 26-31 January 1960

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SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees 1, 2 and 3

"And I became a teacher, which means  
I became a creator."

Jose Marti

DEFENSE AND DEVELOPMENT OF EDUCATION IN LATIN AMERICA

- I. Social, economic, and political condition of the peoples.
- II. The State's educational policy and private initiative.
- III. Prospects of Latin American education in the present-day world and the action of teachers and peoples to promote its development.

I

Social, Economic, and Political Condition of the Peoples.

1. The analysis of educational problems and the drafting of an educational policy are inseparable from the study of the political, economic, and social condition of the peoples. Education should contribute to the development of the national plans; therefore its aims, principles, content, and methods must correspond to the characteristics of the economic, social, and political condition of the Latin American countries which are in process of democratic transformation.

2. The Sixth Congress of Americans Educators laid out an accurate estimate of the Latin American situation. In the past 3 years important events have taken place in the world and in America which confirm that estimate and give us new evidence to make it more perfect and set out more precisely the aims of our action.

3. The fact is emphasized that thanks to the awakening of an attitude of cooperation among all the peoples and to the impressive scientific and technical progress achieved in the last few years, there is apparent:

- a. A slackening of international tension.
- b. A pronounced retreat of the policy of force, as a result of the exchange of visits among the heads of government of the great powers.
- c. The growing advance of the semicolonial peoples to accomplish their own liberation.

4. As far as Latin America is concerned, the following developments are outstanding:

- a. The national liberation movements in Venezuela and Cuba.
- b. The strengthening of the struggle to accomplish such liberation in other nations such as Paraguay, Santo Domingo, Haiti, Nicaragua, and others.
- c. The assertion of the national and Latin American democratic conscience which contributes to closer relations and to effective understanding among our peoples.
- d. The accomplishment of vast plans in the economic, political, and social fields which have made possible the access of great masses of the people to the benefits of work, education, and culture.
- e. The struggle against imperialism and colonialism in whichever of its forms.

5. Alongside these positive facts one must point out the following negative ones (because they hamper the task of educating the peoples:

- a. The continued existence of dictatorial regimes supported by government circles allied to the great monopolies.
- b. The continued existence of vast estates (latifundia) which make imperative and urgent a democratic plan for agrarian reform.
- c. The unjustified armaments race to the detriment of the development of education, culture, and the social welfare of the peoples.
- d. The propaganda offensive in the service of powerful alien interests which tend to disfigure the spiritual countenance and the cultural root of our peoples.
- e. The ever increasing forces which hamper the broad development of science teaching and of culture.

## II

Consequently, having taken up consideration of a State educational policy and in view of the systematic offensive unleashed in various countries of Latin America against public education in the name of the freedom of teaching, the Seventh Congress of American Educators

### RESOLVES:

- 1. To ratify the decision of the Sixth American Congress of Educators concerning the Democratic Teaching State.
- 2. To adopt the principle that education must have the economic support of the State, the technical direction of the State in coordination with the teachers, and the social support of the people.
- 3. To fight for the reduction of the military expenditures budgets in favor of the items devoted to taking care of the educational, cultural, and social needs of the peoples.
- 4. To demand of the State the full utilization of the resources set aside for education and the affirmation and development of public schooling.
- 5. To combat all the negative forces which, openly or covertly, conspire in our countries against the extension and strengthening of truly democratic lay education.
- 6. To make the CEA responsible, on the basis of its affiliated groups and working through its Executive Committee, for bringing into play as a means of action for the defense and development of public education in those countries where it may be necessary and the proper circumstances exist, the creation of national fronts for the purpose of convening a Latin American conference.

## III

After determination of the general lines for a State educational policy and with regard to the prospects of Latin American education in the present-day world and the action of teachers and peoples to promote its development, the Seventh American Congress of Educators

### PROPOSES:

- 1. That Latin American teachers class join in the fight for the economic liberation of the countries composing the Latin American area, in order to raise the standard of living of their inhabitants and so that the governments will have enough economic resources to advance the development of education.
- 2. That it is necessary to extend and improve the democratic system of government throughout the continent because it is the most suitable one to solve the economic and cultural problems burdening our peoples. It is therefore the duty of American educators to struggle to strengthen the democratic regimes existing in Latin America and to extend their influence toward the sister republics of Santo Domingo, Nicaragua, Paraguay, Haiti, etc.

3. To promote a continent-wide movement intended to improve the teacher class culturally and professionally on the basis that education technically developed to a high level will make it possible to have a more perfected educational system to serve the interests of the people and consolidate democracy as the only form of government capable of elevating the dignity of the Latin American peoples.

4. To work toward the aim that the Latin American peoples multiply their efforts in the common interest of maintaining world peace and establishing exchanges among all peoples for better acquaintance and understanding.

Lima, 29 January 1960

The Committee

Leslie Rodriguez (Cuba)

Felix Poleo (Venezuela)

Chairman

Secretary

## CHARTER OF AMERICAN EDUCATORS

1. Educators have the right, as citizens, to free political action and the expression of ideas with no limitation other than respect for the principles of democracy.

2. Educators have the right to organize labor unions and to be represented by their freely established organizations.

3. Educators have the right to a university-level cultural and professional training without social or material condition whatsoever which might limit such possibilities.

4. Educators have the right to enter into service from the moment they receive their certificate, according to democratic standards which will guarantee the application of the professional register of the teaching career.

5. Educators have the right in their teaching career to be ruled by a compulsory register prepared by technical bodies together with representatives of teachers organizations, providing for ratings based on the following objective factors: professional proficiency, seniority, advancement in training, union and social activity, and creative work.

6. Educators have the right to job security, which may not be altered except as a result of administrative hearing conducted according to the legal norms of the right to a defense. Administrative courts which conduct these hearings must be formed with the participation of the teachers organizations.

7. Educators have the right to a basic pay worthy of their function, kept up to date according to the real cost-of-living indices, which will enable them to accomplish their duties effectively and improve themselves culturally, assure the welfare of their families and guarantee their devoting themselves exclusively to teaching. This basic pay must be increased for reasons of higher position, seniority compensation, professional improvement, unfavorable geographic location, specialized duty, lengthened working schedule, dependents allowance, etc.

8. The educator has the right to serve a duty schedule which will not exceed 30 hours, with a schedule of classes of not more than 24 hours for elementary teaching and not more than 18 hours for secondary and arts and crafts teaching. The courses shall have an enrollment according to the limits set by modern teaching theory.

9. Teachers have the right to carry on their functions in buildings constructed especially to carry out the aims of education and which will make it possible to fulfill efficiently the teaching and assistance requirements: shops, laboratories, libraries, gyms, meeting halls, teaching materials, medical and dental service, social assistance, lunchrooms, etc.

10. Educators who teach in rural areas and the directors of urban schools have the right to housing next to the school.

11. Educators have the right to have the school system offer them real possibilities for professional improvement in post-graduate schools and special facilities for travel and exchange enabling them to pursue their improvement and acquire a direct acquaintance with life in their own and other nations while receiving their full pay.

12. Educators have the right to have the school system offer them possibilities for research and experimentation in the teaching field and for the dissemination through a publication service of the results of their work.

13. Educators have the right to rest or vacation periods equal to the school vacation periods; to leave for sickness, maternity, etc.; to leaves of absence with regular pay.

14. Educators have the right to a fair and scientific social security system which will guarantee the undisturbed exercise of their profession, retirement income equal to that of personnel still in service, and economic security for their family in the event of their death.

15. Educators have the right to be represented on the official technical bodies responsible for the guidance and implementation of the State's educational policy.

SEVENTH CONGRESS OF AMERICAN EDUCATORS Report of Committee 2

"And I became a teacher, which means  
I became a creator."

Jose Marti

SECOND COMMITTEE

Subjects:

- a. Illiteracy
- b. Needs of the school-age population
- c. UNESCO Principal Project for Latin America

With regard to Illiteracy and Needs of the School-Age Population in Latin America, as well as UNESCO Technical Cooperation through the Principal Project with respect to other problems, Committee No. 2  
STATES:

1. According to available data which will be set out precisely when the results of the 1960 census are known, about 45 percent of the adult population of Latin America (i.e. 62 million persons) are illiterate.

2. The eradication of illiteracy depends basically on the economic, social, and political changes of structure which will make it possible to extend educational opportunities to all school-age children in Latin America; but that does not mean that the cultural advancement of the masses will not be promoted by the nonlimitation of their education to the simple teaching of reading and writing.

3. The high rate of population growth in the Latin American countries, where the population increases by 2.6 percent a year, one percent higher than the world average, and the large proportion of children and young people in the total population, give good reason to estimate that the school-age population in the various Latin American countries fluctuates between 16 and 20 percent of the total population, with a population estimated at 194 million inhabitants. In 1959 the school-age population of Latin America could be estimated at between 35 and 40 million children. In 10 years, with a total population of 240 million inhabitants, the school-age population will come up to some 45 million children.

4. According to the information furnished by the teachers organizations participating in the Congress and by UNESCO, there were in 1956, with a total population of 180 million inhabitants, about 19.5 million children enrolled in elementary schools in the Latin American countries, or about 11 percent of the total population. In 1959 the enrollment for elementary schools went up to 24.5 million children, some 12.5 percent of the total estimated population of 194 million for that year.

According to the information furnished to UNESCO in connection with the Principal Project, Honduras, Venezuela, and Cuba have increased their enrollment by 40 percent or more. An increase of 30 percent or more is forecast for Venezuela in 1960. This considerable increase is the result of the economic, social, and political changes which have taken place in Honduras since 1957, in Venezuela since 1958, and in Cuba since 1959. Brazil, Bolivia, Costa Rica,



Guatemala, Mexico, Colombia, and Nicaragua have had an increase of between 23 percent and 16 percent. The increase in the other countries concerning which there are data is between 12 percent and 7 percent. This means for all of Latin America an increase in elementary-school enrollment of almost 18 percent from 1956 to 1959.

5. Encouraging as these results may be, it must be emphasized:

a. That the increase of more than 100,000 teachers (from 550,000 to about 660,000) during that period is lower than the enrollment and much lower than the total number of graduates from normal schools during those years. This means that the number of teachers without a certificate (sic), far from decreasing, has increased during those years.

b. That the budgets for education in some countries have had a relative increase during that period, but that nevertheless their amount fails by far to fill adequately the needs of the existing school services (and does not) assure the indispensable expansion of the educational system; thus, for example, the calculation of the sums devoted to elementary education makes it possible to assert that the average cost per pupil does not reach 20 dollars and in many countries is less than 10 dollars. Under such circumstances the conditions necessary for the qualitative improvement of education and to assure teachers a salary to match the importance of their function continue to be far from fulfilled.

In several countries a considerable and increasing proportion of the State's resources are devoted to subsidizing private education.

The proportion of the national income which the Latin American countries devote to education is in the neighborhood of 2 percent and is considerably lower than that which other countries (the US 5 percent, Japan 6 percent, the USSR 12 percent -- including cultural services) are devoting to the same ends without loss to their social and economic development.

In the majority of the countries the budgets for national defense exceed by far those for education, and the proportion of these to the total budget remains low and some cases is going down.

c. Added to the insufficiency of school buildings is the fact that the number of new classrooms built is an insignificant part of the number required for the development of education, in rural as well as in urban areas. It must be pointed out particularly that not just two but three, four, and even five groups of children in more than one country use the same room during the day, therefore reducing to a few hours per week the time devoted to learning.

d. In spite of the increase noted in enrollment there persists a high rate of dropouts and a proportion of repeaters, considerably reducing the efficiency of the school system and keeping the average educational level of the total population of Latin America lower than the first grade, and not higher than the third grade for those who had a chance to go to school.

The services of school assistance essential to relieving the effects of the social and economic factors which enter into the problem of dropouts are beginning to develop in very few countries.

e. The teaching material which used to be distributed free of charge in the early part of the century in almost all the elementary schools of Latin America is distributed now in only very few countries and in insufficient quantities except in Venezuela and Cuba.

f. In many countries the educational policy continues to lack the continuity essential to assuring the solution within a reasonable length of time of the serious problems of education.

g. The plans and programs of study lack the flexibility to be adapted to the various educational needs of the different areas and regions of the countries and are urgently in need of being revised and brought up to date from the viewpoint of the scientific orientation of their content.

The participation of teachers organizations in the development of the Principal Project on the national as well as the international plane, and their cooperation toward the same end, need to be considerably increased.

The Second Committee

STATES and  
RESOLVES:

1. To make the public conscious of the urgent need to extend and improve the educational services intended to bring the peoples into the struggle for their economic, social, and political liberation for the consolidation of the authentic democratic systems of government of the Latin American countries.
2. To struggle by every means for the extension of elementary education to all the school-age population in the shortest possible time.
3. To struggle for the establishment in each country of institutions to investigate the situation and the educational needs, and of educational planning services which, by studying the overall plans for national development, will draft short-, medium-, and long-range plans for the extension and improvement of the educational services at all levels.
4. With regard to the financing of education:
  - a. To make the public conscious of the needs and the advisability of devoting the largest share of the national revenue compatible with economic development to the extension and improvement of the educational services.
  - b. To struggle to see that the reduction of the expenditures for national defense will increase the resources devoted to education and that the budget for education will correspond in fact to the needs and vital importance /SIC/ for the development of the nation.
  - c. To struggle so that the subsidies for private teaching establishments are eliminated from the educational budgets of countries which provide such subsidies.
  - d. To struggle for strict observance of the existing legal provisions concerning the contribution of private firms (agricultural, industrial, mining, etc.) for the support of the schools. /Note: Paragraph e. not given./
  - f. To insist on the need that long-term credits be put at the service of the development of education, particularly with respect to school buildings and equipment, and that the international credit institutions modify their policy in that direction, as one of the most effective means of contributing to the economic development of the countries which it is their function to stimulate.

5. To struggle for the extension and improvement of the teacher-training establishments, for the development of training centers for school supervisors and administrators and of the services for the further training and improvement of personnel in the educational services.
6. To struggle for the revision of the plans and programs of study, keeping in mind their flexibility to adapt to the educational, social, and economic needs of the various areas and countries, their content being brought up to date according to the progress made in science and technology, and their orientation according to the principles of the scientific method.
7. To struggle for the production of teaching materials inspired in modern teaching principles and techniques and in sufficient quantities for all the schools and for free distribution to schoolchildren.
8. To emphasize by every means the unavoidable need to increase the construction of school buildings according to the needs for expansion of the educational system, with due regard for the technical-educational demands of school building design.
9. To struggle for the extension of the services of school assistance (medical and dental service, scholarships, dining halls, clothing for the needy, transportation, etc.), so as partly to assure to each child the right to satisfy his vital needs, which will make possible to guarantee better attendance and better school work.
10. To struggle for the development of special educational services for adults which, making up for the deficiencies of the educational system, will train adults for full participation in the political, economic, and social life of the nation and will be mindful of the characteristics and needs typical of adults.

WITH REGARD TO UNESCO AND PRINCIPAL PROJECT NO. 1

- a. To struggle for representation in fact of teachers organizations in the national committees, UNESCO, and the National Committees for Principal Project No. 1.
- b. To make closer the relations between CEA and UNESCO and to assure CEA participation in the meetings of the Inter-Governmental Consultative Committee for Principal Project No. 1.
- c. To contribute directly through the National Committees of UNESCO and the National Committees for the Principal Project toward orienting and promoting the activities in each country with regard to the aims of the Project.
- d. To assure the intervention of the teachers organizations in all problems relative to the granting of scholarships offered by UNESCO: widespread dissemination, selection of candidates, honoring of the commitments made with the governments with respect to maintain the grantees' remuneration, the payment of wages to their replacements, and the utilization of the former upon their return to their country in activities in line with the skills they have acquired.

Lima, 29 January 1960

The Committee

Felix Adam (Venezuela)  
Chairman

Gregorio Medina Robles (Peru)  
Secretary

NOTE: At the proper time we shall hear the reports on the "Concrete Method" by the delegation from Peru, the Venezuelan Five Year Plan, the Cuban Literacy Plan, and from other countries as a fraternal contribution for a vigorous start of the Literacy Crusade to which all teachers of America are devoted.

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

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COMMITTEE NO. 4

STRUCTURE OF THE SCHOOL SYSTEMS AND UNITY OF THE EDUCATIONAL PROCESS

The committee entrusted with studying Point 4 of the agenda, "Structure of the School Systems and the Unity of the Educational Process," in view of the propositions and reports submitted through a questionnaire within this committee by the delegates of seven countries (Brazil, Chile, Mexico, Peru, Panama, Uruguay, and Venezuela).

In view of the heterogeneity of the educational systems reported on, the lack of time to finish its study, but taking into account the information received, the committee has reached the following decisions:

An educational system is the organization of all the human and material elements and factors which make possible the accomplishment of the aims of the education of a social group. This organization must be accomplished on a dynamic, scientific, and democratic structure, inspired in the following principles which this committee proposes to the Seventh Congress of American Educators.

1. Principle of unity: The educational function must be carried out in such a manner that it will assure unity in the direction and purposes of the educational system, seeing to it that the attention to the recipients of the teaching will take into account their various stages of development, biological, psychological, and sociological. The educational function must assure the integration and continuity of the teaching process, from its initial stage up to the top stages of teaching and scientific research. Likewise, the organic placement of the school population throughout the educational system, to the advantage of the full utilization of their aptitudes, through planning, study programs, and various related activities with definite purposes for the overall training of the personality of the student and in coordinated establishments and services which will contribute to the elimination of the students' economic and social differences.

2. Principle of rationalization: This involves the rational utilization of means and resources (technical, material, legal, and human) which play a part in the accomplishment of the educational aims. It involves also the periodic scientific evaluation and review of the educational functions, the improvement of teaching techniques, the training, specialization, and improvement of the teaching profession, and the scientific discovery of methods and standards which will give vitality to the school activity.

3. Principle of economic, technical, and administrative self-government: The functions accomplished by the educational services must take place apart from all partisan political and denominational interests, emphasizing its technical and scientific character with sufficient freedom to utilize rationally the resources granted by the State and assurance for the regime of administration

of the educational system; that is, the elimination of excessive bureaucratic centralism and the granting of greater powers of decision to the intermediate and local organs.

4. Principle of administrative decentralization: This will assure the services a way to cooperate more in accordance with the real needs and local problems, facilitating greater initiative, responsibility, and activity of the local organs and authorities.

5. Principle of union coparticipation: To assure the active participation of the labor organizations of teachers in the planning of the educational functions and in everything related to the rebuilding of the services, legal standards, and regulations to govern the professional activities of the teaching personnel.

6. Principle of educational research: It fosters the improvement of the educational system, established on the basis of educational observation, research, experimentation, and dissemination.

7. Principle of social sense and community improvement: It works toward a more effective interaction between the teaching center and the social group in which it operates.

For all the above reasons the committee hereby adopts the following conclusions:

A. That every educational system be the expression of the democratic spirit of our peoples, training free men in the performance of their duty and promoting national, continental, and world-wide harmony in the full enjoyment of social justice.

B. That wherever necessary there be promoted a population policy which will make possible a greater concentration of the scattered groups of rural population so that it can truly enjoy the services of education, assistance, etc.

C. That the Technical Office of CEA through its correspondents in each country study and analyze all the educational systems, plans, programs, and projects of the continent, according to the characteristics of each nation.

D. That within a year at the latest CEA convene a Technical Conference (in the form of a Seminar) of Study on the educational problems of Latin America, which will draft a General Plan applicable to every country on the continent, depending on its development and according to its own circumstances and characteristics.

E. That the organizations of educators promote an economic policy, in accordance with the characteristics and possibilities of each country, which will assure a revenue base that will enable the State to carry out the development of education through the progressive increase of the budgets sets aside to this service.

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Some of the works presented by delegate members of the committee are attached to the original of the report.

Gilberto Mejia Villalobos (Peru)  
Chairman

Olga del Bo (Uruguay)  
Secretary

Enrique W. Sanchez (Mexico)  
Rapporteur

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

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Jose Marti

COMMITTEE NO. 5

Agenda:

- Teaching of science and of arts and crafts and its contribution to the economic development of the countries.
- Function of the University and of scientific research.

I. TEACHING OF SCIENCE AND OF ARTS AND CRAFTS AND ITS CONTRIBUTION TO THE ECONOMIC DEVELOPMENT OF THE COUNTRIES

The Seventh Congress of American Educators understands by teaching of arts and crafts (Spanish: "enseñanza técnico profesional") that branch of general education covering the theoretical and practical training intended for the effective exercise of a socially useful trade or remunerative work. It aspires to the accomplishment of the following main objectives:

1. The command of the scientific and technical fundamentals of the activity or trade and of general culture.
2. The learning of the specific skills essential to the exercise of the activity, which is to be perfected by practice of it, and
3. The understanding of the personal and social responsibility of the activity or work and of its place in culture.

The Seventh Congress of American Educators,  
WHEREAS

1. There is in Latin America an extraordinary and accelerated increase in population, and more than 50 percent of that population makes its living from the soil. Every policy for the teaching of arts and crafts must consider the increase in population, land reform, and the process of industrialization in every underdeveloped country.

2. The great scientific and technical advances force a revision of classical concepts of every sort, with an intensification of the teaching of science and technology at all educational levels.

3. It is necessary to arouse a definitive awareness in Latin America concerning the teaching of arts and crafts to the youth, giving young people the maximum occupational opportunities that will promote economic, social, and political development.

4. The attainment of the highest standards of living demands imperatively a greater training in arts and crafts for the processing of our own raw materials.

5. The present doctrine for the training of teachers at all levels and in all branches demands that such training be of university level.

DECIDES:

1. That the Plans for Teaching in Intermediate and High Schools should include Arts and Crafts (Spanish: Tecnicas y Oficios) which will give a dolescents the opportunity to create and develop the skills which will enable them to

orient their ambitions toward the field of national production.

2. That the teaching of arts and crafts provide overall training which will enable its graduates to continue with higher studies.

3. To recommend that the governments of the various countries appropriate, as urgently as required by the present circumstances of our economic development, the financial means for planning, establishing, and equipping appropriately the facilities for the teaching of arts and crafts, for which purpose they should earmark a special fund.

4. The planning should take into account equality of opportunity for both sexes, in order to raise the economic and social conditions of women and speed up the process of national production.

5. To propose that the schools of arts and crafts and the skills taught in them be (established?) and readjusted according to the natural resources of the various countries and their regions.

6. To demand that the governments enact legislation to give graduates of this system legal backing, job security, and wages compatible with their training, and assure a higher standard of living for them.

7. To declare the urgent need that the students in this line come into direct contact with industrial processes, checking out the acquisition of technical know-how in the actual centers of industrial production in each country. For this purpose, legislation on apprenticeship should be enacted or organs should be created (special departments; practice shops for trades, industry, or production; public agencies) which will assure that relationship and the adaptation of the teaching to the economic development.

8. To obtain from the governments advanced intensive courses in arts and crafts for the graduates in order to improve their training and the efficiency of industrial processes, fostering the exchange of specialized technicians, and establishing scholarships and means of encouragement conducive to this purpose.

9. To recommend that in each one of our countries an advanced school of science and techniques be set up to work in direct relation with the graduates of this branch of learning with a view toward the training of highly qualified technicians and scientists.

10. To recommend the establishment of the career of teaching of technical subjects on a university level, contemplating educational skills and techniques of teaching in addition to the technical know-how and shop practices, and the courses of advanced training that practice makes advisable.

11. To ask for an official statement of the manner in which international aid is now carried out and utilized, from the standpoint that it not be economically, culturally, or materially harmful to the national interests of each country.

12. To make the Confederation of American Educators (CEA) responsible for holding annual inter-American conferences of teachers of arts and crafts in such places as circumstances may dictate.

## II. FUNCTION OF THE UNIVERSITY AND SCIENTIFIC RESEARCH

The Committee, taking into consideration the works of the delegations from Venezuela, Ecuador, and Peru and the written observations made by the delegations from Chile and Uruguay, all of which hold a similar opinion concerning the function of the university and of scientific research, has arrived at the following conclusions and recommendations:

1. Higher education is one of the stages of the educational process and should therefore conform in its general lines to the spirit of orientation of that process and maintain the necessary relation to the other branches and levels.



composing it. There must also be studied and established the coordination between secondary or intermediate education and higher education, to make possible the entrance of students from the former to universities and higher schools, through gradual steps and without deviations or alterations of the nature of either educational stage.

2. University teachers and those of other branches and levels of education should step up their relations for a better understanding of their problems by means of personal and union contacts.

3. The universities should direct their action to the accomplishment of the following objectives:

- a. Scientific research
- b. Professional training
- c. The heightening and dissemination of culture
- d. Every effort toward the solution of the nation's problems
- e. Promotion and defense of the principles of democracy and social justice

4. It is imperatively necessary for the social and cultural development of Latin America that the States, responding to the concept of the democratic teaching State, draft a general policy on the University, regulating the establishment of university agencies, placing the private universities under their control in order to bring their activities into a harmonious system in accordance with the general good, and leading toward the accomplishment of their functions with a sufficient degree of self-government, the latter not to mean a divorcement from the educational system nor isolation from the national situation.

5. The university shall foster and develop scientific research. Likewise, it shall lean toward centralization and planning of scientific research in our countries, through the sponsorship of a high-level national agency (a national council or board of scientific research) which, by representing all the activities and organs devoted to these pursuits, will promote their progressive, harmonious development.

6. The universities teaching establishments must create the ways for the broadest cooperation among Latin American universities: in the field of scientific research, in the exchange of teachers, in the mutual recognition of certificates and degrees, and in the establishment of facilities for students to be admitted and to pursue their studies in any of the Latin American public universities.

7. The principal aim of the Latin American university is to utilize the advancement and progress of world science to create on the basis of it a technology which will respond to the nature of the Latin American situation, to the nature of our problems, and to the sense and direction of our economic and social development.

8. The Latin American university must aspire to a total utilization for its high purposes of all the potential capabilities of the people, organizing itself in a manner that will make entrance possible without payment, provide for a policy of student welfare, and set up a broad, appropriate system of scholarship grants and encouragements leading to that end.

9. The university shall work toward the establishment of bodies which will gather together their graduates so that they will lend each other effective material, intellectual, and moral cooperation.

10. The university should facilitate and promote scientific research in the field of political, social, and economic sciences and study of the actual situation in each country, so that it can accordingly promote social progress in their respective countries and the defense of the cultural heritage.

Lima, 29 January, 1960

Jose Antonio Valer (Peru)  
Chairman

Jorge Gonzalez (Ecuador)  
Secretary

Raul Correa (Chile)  
Rapporteur

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

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COMMITTEE NO. 6

THE SITUATION OF CHILDREN AND ADOLESCENTS IN THEIR  
PROBLEMS OF ADAPTATION TO SOCIETY

The Sixth Committee of the Seventh Congress of American Educators deems that the future of mankind is in the children and the adolescents. Therefore it is the duty of the State to pay preferential attention to these two stages of human life, training and guiding them for the attainment of an individual useful to himself and to society. And it must train them in accordance with the social and economic situation in each country, accomplishing a cultural growth compatible with the present-day technical-scientific program /Trans.: possibly the "arts and crafts" teaching to which Committee No. 5 referred/, in order to make them capable of embodying the new concepts of life and the world, of democracy and social justice.

In spite of the contradictions of society, and the harsh conditions of living, youth tries to adapt itself socially, and will generally comply with the predetermined standards. However, because of those contradictions there are many cases of unadaptability of the child and the adolescent.

The process of readaptation must always take place in a truly favorable atmosphere, which will be possible only through a veritable vocational election of the educators to whom so delicate a mission is entrusted.

To summarize: the present situation of children and adolescents in their problems of adaptation to society meets a series of obstacles in various forms of unadaptability which this committee has grouped under the following aspects:

In the domestic aspect, we find rebellion against parental authority, running away from home, the tendency to take small objects belonging to someone else, the lack of a sense of responsibility, and the unbridled anxiety to gain status without regard to the means employed.

In the school aspect, we observe low efficiency, absenteeism, desertion, and conflicts of authority with the teachers and failure to adapt to the school group.

In the occupational aspect, together with a lack of habits of work, which results in vagrancy, panhandling, prostitution, and other occupations which are immoral or debasing to the human person, we frequently find premature and inappropriate employment and poor use of free time.

In the social aspect, it is expressed in antisocial forms of conduct, in low receptivity to education, in moral looseness, and in social deviations or perversions.

The basic cause of these various forms of social inadaptation is found in the social inequality which has brought about that the means of production or tools of work available to wealth /sic/ are in the hands of a few, whereas among

the others there is insecurity and fear which results in destitution for the majority of the homes.

The low economic level affects items basic to the satisfaction of the vital needs of the child, such as: deficient food, which results in malnutrition; unhealthful housing, and scarcity or lack of clothing.

This process of inadaptation is influenced also by the disorganization of the home owing to lack of economic means because of below-par working conditions of the parents in a milieu of insecurity and unfair wages caused by irresponsibility in the support of the home owing to poor distribution or dispersal of wages, the lack of job training of the parents, the abnormality of the home because of nonmarital housekeeping and childbearing, and alcoholism.

Another cause of faulty adaptation is an improper family atmosphere because of incompatibility, indifference to the children's schooling, lack of understanding, and too little or too much love for the children.

The negative influence of environment when the child is always in the street or through certain forms of advertising in the press, literature, motion pictures, radio, and television, plays a preponderant, not always favorable role on vast sectors of the population.

Bio-psychological defects, congenital or acquired either from heredity or from prenatal or early childhood deficiencies, create conflicts and anxieties which misshape character and destroy the very structure of personality, causing resentments and antisocial complexes which make the man unfit to get along in the group.

To overcome this situation, Committee No. 6 has deemed it advisable to propose:

1. Favoring structural changes for great transformations in our countries such as Land Reform, diversification of industry, the extension of culture to all the social spheres, and others to favor the development of democracy.
2. Recognizing the right of a man to get work to do and that equal work should receive equal pay, so that there is full employment and a family wage not only adjusted to the cost of living but which will enable a man to live respectably.
3. Giving the child and the adolescent the atmosphere of security required for the balanced development of his personality, by promoting legislation which will tend to strengthen the family; punish cases of desertion of the family; set up a juvenile code on similar bases for all countries of America; the actual application of compulsory education, endeavoring to extend it to the intermediate level; and the prohibition of child labor, paying attention to children and adolescents during their leisure time and furnishing them with means of organized recreation.
4. Planning and organizing home courses of study which will train young people of both sexes in order to attain a better atmosphere in the home, the development of ethical and democratic principles, and the appropriate use of advertising which will truly serve educational ends.
5. Getting teachers interested in a greater knowledge and understanding concerning the problems of adolescents, endeavoring to solve them through adequate treatment based on techniques of educational psychology.
6. Broadening in each country the relations between teachers organizations and those whose aims include promoting social change.

Promoting the inclusion of parents in the struggle for the changes that must be made in society, in close union with the teachers.

7. Promoting the establishment and perfecting of centers for rehabilitation and readaptation, staffed by technical personnel of thorough competence who deserve the trust of society and assignment of the students to various places

according to the characteristics and special features of their inadaptation.

8. Recommending that the Juvenile Code emphasize the need to establish specific courts made up of specialized judges and educators.

Also that children and adolescents not be arrested and held as is done with common criminals until they have been turned over to the juveniles courts.

9. Demanding of the governments an educational policy which will provide for maximum expansion of the budgets for education, giving to its services sufficient means based on the principles of compulsory attendance, lay teaching, no charge of fees, assistance services, and democratization.

The following measures are regarded as of immediate need:

Educating all children of school age.

Furnishing more and better schools.

More teachers and teaching materials appropriate for the ends proposed.

Greater diversification of the systems, offering the students varied educational opportunities.

Creating or perfecting the student guidance services.

Bringing adult education plans up to date in accordance to scientific progress.

Establishing the services of School Social Security, providing nurseries, medical and dental service, school lunchrooms, vacation camps, and clothing for needy school children.

Establishing services of rehabilitation to remedy physical defects, staffed by specialized technical personnel.

Considering the functions which pertain to physical education and technical education; the former as a means of obtaining and preserving health, and the latter in its function of orientation and training for the adolescent.

Creating playgrounds, recreation centers, sports fields, and various art and science centers which will contribute to the formation of a rounded personality for the child and the adolescent under specialized control.

Demanding urgently the effective means to bring about the immediate measures listed above, which have been requested repeatedly and to no avail.

Olga Urtubia (Chile)  
Secretary

Humberto Carranza Piedra (Peru)  
Chairman

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

"And I became a teacher, which means  
I became a creator."

Jose Marti

COMMITTEE NO. 8

PROFESSIONAL, ECONOMIC, JURIDICAL, POLITICAL, AND SOCIAL SITUATION  
OF THE LATIN AMERICAN TEACHING PROFESSION

WHEREAS the analysis of the laws, statutes, statistics, and research papers in the countries of America shows that:

1. Despite the great significance that the mission of the teacher has been acquiring day after day, it has not attained the level which is its due in a modern society.

2. The teacher class has demonstrated a high cultural level in its struggle for its demands of all sorts, having effectively contributed to the cultural and social enrichment of the Latin American peoples.

3. Despite all this, they have not merited the understanding and preferential attention of many States, as there are numerous cases in many American countries in which the teachers are persecuted, jailed, flogged, deprived of income which will enable them to live decently; are without job security, are denied recognition of their rights and background in filling positions, etc.

4. This situation of many teachers in America is due to the reactionary and dictatorial forces which still rule in many countries of Latin America.

The Committee DECLARES:

1. That the dignification of teachers is the task of the democratic governments as well as of the teachers and organized workers themselves.

2. That the teaching profession is one of those most in need of continual and total perfecting.

3. That training and perfecting /i.e., more advanced training/, although they are different stages, have the common feature that they make efficient, or more efficient, the work of the teacher.

4. That it is the duty of teachers to understand and appreciate the values of world culture and its national expressions, and interpret and become familiar with the profound changes in our time and their repercussions in the educational field.

5. That the periodic improvement of wages, the development of the teachers institutions, the organization in law of the teaching career, and the recognition of their duties as promoters of the life of the community will raise the condition of the teachers.

The Committee RECOMMENDS promoting and upholding, until they have been established in the countries of Latin America, of the following points:

A. In the Professional Sphere

1. That a single teachers college, on the university level, be established in each country of Latin America.

2. That until the above recommendation is carried out, each country should train its teachers in the Colleges of Education, Normal Schools, and Pedagogical Institutes, with a university-level curriculum.
3. That all Latin American countries which do not already have it, establish a State technical institute or body to attend to the training and perfecting of teachers.
4. That the State set up a special fund for special literature for teachers.
5. That the publication of works and periodicals /to attend to?/ the various requirements for professional improvement be fostered.
6. That the teachers be encouraged through the publication of their literary or educational works.
7. That correspondence courses be established, giving the teachers individual periodic tests to evaluate the results obtained.
8. That teaching by radio and television be considered as an auxiliary means of accomplishing the professional improvement.
9. That the cooperation of municipal governments, State services, semipublic institutions, farm cooperatives, etc., be secured; they could make an economic contribution to the accomplishment of the improvement plans made by the appropriate organs for the benefit of rural teachers.
10. That the professional improvement institutions set up courses making it possible for noncertified teachers to obtain their certificates.
11. That the statutes and legislation affecting teachers guarantee and make possible their right to promotion in their career in the framework of the strictest justice and without regard to the political or religious views the teachers might hold.
12. That the teaching certificates granted by any State be valid for teaching in any other country of America.
13. That the exchange of teachers be set up in America.
14. That placing control over teacher-training schools in the hands of any foreign religious or secular body be prevented in all countries.

B. In the Economic Sphere

1. That educators be paid wages which will enable them to carry out their duties without economic worry and satisfy, according to the social function they carry out, their desire to live with their families on a decent standard of living.
2. That the wages be adjusted annually according to the rise in the cost of living, to the same extent, in every country.
3. That in every country where it does not yet exist, the family allowance based on actual dependents be established, without legal limitations.
4. That retirement at 25 years of service be established, at the last salary rate received.
5. That retirement on full pay be established for cases of physical or mental disability, owing to illness or accident while on duty.
6. That the income of retired personnel be 100 percent of the corresponding wages of those still in service.
7. That dismissal or indemnity based on years of service be established.
8. That funds be granted for encouragement and compensation for professional improvement.

9. That a special allowance be granted for payment of rent.
  10. That rural teachers be given a special allowance to encourage them to work in the country instead of flocking to the city.
- C. In the Juridical and Political Sphere
1. That the free exercise of civic, political, and professional duties, without discrimination, be guaranteed.
  2. That the human and professional dignity proper in every democratic system be respected, with recognition of the right to organize in national or international trade unions.
  3. That security and permanent status in the exercise of the profession be guaranteed.
  4. That provision be made for teachers' right to promotions, transfers, and exchanges without political limitations or impediments.
  5. That the teaching posts be compatible with those of popular representation, in city council or Parliament.
  6. That the contacts with the cooperative services of education of foreign countries be cancelled, because they are deemed to be a dangerous infiltration into the countries of Latin America.
- D. In the Social Sphere
1. That a social welfare system be established comprising at least medical assistance for the member and his or her dependents, life insurance and family subsidy, disability pension, housing, etc.
  2. That leave be granted, with full wages and for the time that may be necessary, in event of sickness and of maternity.
  3. That the States establish "Teachers Homes" and "Health Houses" to furnish to the teachers the well-being that they need.

Cesar Escobar Lopez  
Chairman

Rolando Reyes Goyburu  
Secretary

Lucio Peralta S.  
Rapporteur



SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

COMMITTEE NO. 9

ORGANIZATION AND RELATIONS OF CEA

I

The VII Congress has considered the reports made by the Executive Committee and approves the, adopting the following conclusion:

The VII(sic!) American Congress, overcoming a long lack of a Hemisphere-wide militant organization of the teaching profession of the Americas, created the CEZ (sic! CEA?) in January 1957. The period since that Congress has been fundamentally an organizational stage.

CEA enters the present Congress with a firmer organization, including the incorporation of countries like Cuba and Venezuela and also the presence of Colombia, Panama, Guatemala, Honduras, as future member organizations.

These struggles undeniably and undisputedly give CEA its quality of genuine representative of the Latin American Teaching Profession, a fact that must be considered in guiding its future activities and defining its representative character.

The process of national unification of the teaching profession in the countries of America (Peru, Uruguay, Venezuela, Cuba, Argentina) and the growing militancy of the teachers and peoples of America toward obtaining improvement in the standard of living and in their rights to culture and their national independence constitute a real, stable, and promising basis for the future activity of our Hemispheric organization.

The effective incorporation of broad sectors of the populations of our countries and of professional and trade organizations into the process of the defense and development of education constitutes a new channel of action for CEA and its affiliated institutions, and it is their task to encourage and coordinate these movements on the national and Hemispheric plane.

The organizational deficiencies of CEA demonstrated during these years must be overcome. It is indispensable that the functioning of the Regional Secretariats be assured; that they and the Executive Committee be endowed with the economic means necessary for their functioning; that this VII Congress plan the agenda of activities that will permit constant preoccupation of the Hemispheric organization with the study of the problems affecting American education and will provide prompt solutions to the pleas presented or submitted for its consideration by the various teachers' organizations of the countries of America.

It is urgently necessary for CEA, once this organizational stage is overcome, to assume its role as the Hemispheric leader of the teachers of America, to face the great problems of the education and culture of our Hemisphere, and to support and activate them as an effective organization coordinating the teaching profession of the Americas.

## II

### AMENDMENT OF BY-LAWS

#### WHEREAS:

1. It is necessary to make the Executive Committee of CEA more representative of the member countries and on the other hand, it is necessary to give the CEA a directing body intermediate between the Congress and the Executive Committee which will permit matters of great importance to be resolved and will have the function of supervising the work done between one congress and the next;
2. It has been demonstrated in practice that the regional secretariats, as a result of a static conception concerning distribution within Latin America, have not accomplished the function entrusted to them by the By-Laws.

#### THE VII CONGRESS RESOLVES:

To amend the By-Laws in the following passages:

- Art. 6. Add a new paragraph (b) as follows: "The Directing Council of the CEA, composed of the Executive Committee supplemented by representatives of each country not represented on it", Paragraph (b) will become (c), with number "seven" replaced by "nine", "Four" by "Five", and "three" by four".
- Art. 10. Add paragraph (d), "the fraternal delegates /observers?/ designated by the institutions invited by the Organizing Committee or the Executive Committee of CEAL (sic!), with a maximum of three representatives per institution",  
Add to par. 2 of Art. 10, after the words "heads of the Regional Secretariate", the following phrase: "and the fraternal delegates".
- Art. 14. /New article?/ The Directing Council:  
The Directing Council shall have a regular meeting once a year and an extraordinary, meeting whenever circumstances require, upon notice by the Executive Committee or upon the request of two thirds /actually "los" (the), misprint for "dos" (two)/ of the countries affiliated with CEA.  
Half of the countries members of CEA plus one shall constitute a quorum of the Directing Council, and it shall meet preferably in countries other than the seat of the CEA.  
The duties of the Directing Council shall be: (a) to solve the problems submitted for its consideration by the Executive Committee that, by reason of their scope, cannot be solved by the latter or which require consultation with the member countries; (b) to decide on a change of seat for the Executive Committee if circumstances which make its functioning impossible should so require; (c) to review the program of activities of the Executive Committee and the implementation by the latter of the decisions and resolutions of the Congress;  
(d) to approve the Budget of the CEA.
3. In Art. 15 change "No. 4" to "5".
  4. In Art. 16 add the following phrase: "distribution in Latin America".
  5. /Blank/
  6. Eliminate Arts. 17 and 18.
  7. Eliminate the Transitional Article.
  8. Revise the numbration of the articles.

### III

#### PROGRAM OF ACTIVITIES

##### WHEREAS:

1. One of the fundamental duties of the Executive Committee is to draw up and implement a Program of Activities, the Congress drawing up the general guidelines of this Program;
2. The strengthening of the CEA and the consolidation of its unity depend particularly on the ideological impression it created by broad actions in the Hemisphere and the world concerning the great problems affecting peoples and their education and culture;
3. Broad dissemination of the objectives and permanent contact of the leaders with the basic organizations is vital for the realization of these objectives;
4. It is necessary for CEA on the Hemispheric plane and for its affiliates on the national plane, to work effectively with parents', students', and workers', organization and to coordinate and orient their activities on behalf of public education;
5. The Executive Committee must encourage membership in CEA by organizations not affiliated with it and consolidate their national unity;

##### THE VII CONGRESS RESOLVES:

1. To indicate as principal task the realization of a broad, Hemispheric campaign ON BEHALF OF PUBLIC EDUCATION, bringing into this movement the sectors of the population interested in it.

This program of mobilizations should culminate in a great day of Hemispheric celebration in some Latin-American country.

2. To charge the Executive Committee with the immediate publication and distribution of the decisions of this Congress and the publication of a CEA periodical, in fulfilment of the provisions of the By-Laws.
3. To charge the Executive Committee with the preparation of a program of exchange of professors and of information between the affiliates of CEA and with a systematic preparation of school texts containing a plan of study and a Latin-American orientation.
4. To recommend to the Executive Committee the immediate organization of a Technical Office, which is to prepare a work program that will include the holding of conferences on the various educational problems of Latin America and the setting up of a Pedagogic Documentation Center for the exchange of information of the development of education in the various countries.
5. To direct the Executive Committee and the Regional Secretariats to take direct fraternal action among the institutions of countries that do not have a single national organization to the end of achieving their unification.
6. To fix a period of 90 days for the Executive Committee to obtain a statement of affiliation with CEA from the institutions of countries not affiliated with it but which attended the VII Congress.

### IV

#### INTERNATIONAL RELATIONS

The VII Congress, aware of the reports of the Executive Committee, considers:

1. That the establishment and implementation of the relationships through exchange and information, and the agreements between the affiliates of CEA and their component organizations on joint action in common causes enrich the activities of CEA and aid in the fulfilment of its objectives.
2. That this consideration should be extended to its relations with the other international organizations.
3. That among the objectives of CEA is that of promoting this exchange (of experiences, information, delegations, meetings of teachers) among its affiliates, among the associations composing these same affiliates, and between the latter and the international organizations.
4. That the agreements reached by CEA with FISE, WOOTP, and Unesco conform to this objective.

The Congress DECIDES:

To ratify in all particulars the agreements reached by CEA with FISE, WOOTP, AND Unesco, charging its Executive Committee with taking the concrete measures for their implementation.

The establishment of FEAN constitutes a great achievement for the progress of education and an important contribution in behalf of the independence of nations, for which reason it declares the establishment of close fraternal relations and exchange with that organization in the highest interest of Latin-American educators.

It recommends to the Executive Committee and to the associations of educators of Latin America the immediate effectuation of this exchange.

(6?) That the invitation formulated by FISE and FEAN, to take part in the World Conference to be held in Conakry, Republic of Guinea, July 25 to 29, 1960, where the following questions.....will be considered, is framed in the terms of the agreement reached with FISE, for which reason it resolves that CEAL (sic!) shall participate in that conference. The Executive Committee shall study the question and determine the degree and nature of that participation.

(7?) That the Committee for the Americas established by the WOOTP, which sets up the following aims, among others:

"To study the present statue of teacher organizations in the Americas with a view to developing new teacher associations where needed and improving the professional standards and outlook of those which already exist..." constitutes a threat to the unity of CEA and its component organizations.

Therefore the VII Congress warns that this action, as well as any which any other organization of a similar nature might initiate, should be inexorably combatted by the Executive Committee and every national organization.

The Executive Committee should quickly inform WOOTP and each of the associations which compose it of this resolution.

8. That with a view to preserving the Hemispheric unity of the organizations of Latin America and their unity of action with respect to the problems affecting education and the Latin-American nations, the Congress agrees:

To recommend to the institutions affiliated with CEA that they keep the Executive Committee informed promptly concerning agreements entered into with international organizations of teachers.

9. That, concerning the Unesco invitation, the VII Congress resolves:

(a) to recommend to the Executive Committee that it take the necessary steps to organize jointly with Unesco the Seminar on Teacher Organizations of Latin America envisaged in the Major Project for the end of 1960.

(b) to recommend to the Executive Committee and the affiliated organizations the effectuation, in the course of 1960, of studies and research connected with the problems of the teaching profession as a contribution to the preparation of the Conference on Education and Social and Economic Development which is to take place near the end of 1961.

## V

### Proposal of the Delegation of Brazil

The Delegation of Brazil brought up the need for an interpretation of the provisions of the By-Laws and of the Executive Committee of CEA concerning the affiliation of regional associations directly at the same time as through their national federation.

The VII Congress decides to remit the proposal of Brazil to the Executive Committee for later consideration by the Directing Council of the CEA.

### Report on Statement of Accounts by the Executive Committee

The VII Congress approves the Statement of Accounts of the CEA, with the observation that the travel expenses of the members of the Executive Committee should appear in it as a contribution of the respective national organizations.

### Hymn of the Educators of Latin America

THE VII CONGRESS,  
CONSIDERING:

That the Latin-American teaching profession, aside from its Magna Carta, should have symbols exalting the spirit of its constituents;

That the great movements of social transformation have been inspired and typified by permanent symbols;

That it is necessary to strengthen the professional unity and solidarity by all possible means;

That the Sixth Congress of Educators of the Americas decided to create the "Distinctive Internationale of the Teachers of the Americas,"

RESOLVES, at the proposal of the Delegation of Peru:

1. The VII Congress of Educators of the Americas institutes the "Hymn of the Educators of Latin America."

2. Recommends to the Executive Committee of CEA to convoke a Hemisphere-wide competition to crystallize it.

### Day of the Educator

The VII Congress, on the motion of the Delegation of Peru,  
CONSIDERING:

That it is necessary to set up indestructible milestones in the organizational history of the Latin-American teaching profession;

That the fraternity and solidarity of the teaching profession should be permanent, but that it should be evoked through a symbolic date as a

reaffirmation of faith and action in the struggle for its lofty demands;

That there is no day in Latin America for commemorating the transcendent mission of the workers in education;

That "Latin-American Teachers' Day" should be created only by its own organizations and not by the governments which forget, ignore, or slight its great movements,

PROPOSES:

The creation of Latin-American Educator's Day, resolves to recommend to its Executive Committee the study of its possible implementation.

President: Selmar Balbi, Uruguay

Secretary: Victor Angulo C., Peru

Rapporteurs: Humberto Elgueta, Chile  
Victor Angulo C., Peru

SEVENTH CONGRESS OF AMERICAN EDUCATORS

UNESCO AND CEA SEMINAR

SEMINAR FOR TEACHERS' ORGANIZATION

A G E N D A

1. Influence of Teachers Organizations in the development of Latin America.
2. Contribution of Teachers Organizations to the accomplishment of the aims of Principal Project No. 1.
3. Means of increasing the technical efficiency of the Teachers Organizations in their effort to contribute to the expansion and improvement of educational systems.

UNESCO INVITES

CONSULTATIVE COMMITTEE FOR THE PROJECT

Observer delegate to the Third Meeting of the Consultative Committee,  
14-19 May 1960

FISE INVITES CEA AND THE ORGANIZATIONS TO ITS CONFERENCE IN AFRICA FROM  
25 July 1960

A G E N D A

- The present problems of economic development in the world and international cooperation.
- The easing of international tension and education.
- Social security and the teachers.

Lima, 30 January 1960

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Report of Committee 9

AGREEMENT BETWEEN WCOTP AND CEA

1. WCOTP will invite CEA and the principal teachers organizations of America to attend as observers the Annual Conference of the WCOTP, to be held next July.
2. After the Annual Conference of the WCOTP a Conference of Teachers Organizations of America will be held.
3. The Conference will be devoted to the theme: How to contribute to the improvement of educational systems in America.
4. The main subthemes of the Conference will be:
  - a. Report of each Delegate on the educational situation in his country as to cooperation between WCOTP, CEA, and their organizations for the improvement of understanding among the teachers of America and their professional improvement.
  - b. Methods for exchange of persons, professional experience, and teaching material.
5. Preparation of programs for visits, round tables, exhibitions, and similar activities for the delegates of organizations of Latin America, while in Washington.
6. Technical contribution of WCOTP to the Conference that CEA will hold this year in Santiago, Chile, on: Scientific guidance of public education.

AGREEMENT BETWEEN FISE AND CEA

Central Aim: To carry out the purposes and programs of international collaboration expressed in the organic charters and resolutions of the Latin American Congresses and World Conferences of Educators in behalf of democratic education, defense of the rights of peoples and educators, strengthening of their national and international unity, and maintenance of peace.

Joint action program

1. To defend the principles of free tuition, secularity, compulsory attendance, and assistance facilities in education.
2. To defend the rights of educators.
3. To contribute to promoting the campaign in behalf of educational budgets.
4. Technical collaboration of FISE in the studies being conducted by CEA with the national organizations concerning education in Latin America and all that concerns UNESCO Principal Project No. 1.
5. Solidarity with teachers who are persecuted for political reasons, after investigation of each case.
6. To establish professional, cultural, and organizational exchanges through publications, delegations, seminars, etc.

Plan of action

1. Joint meetings with representatives of both organizations to plan certain actions, discussion of problems, etc.



2. Dissemination of coincidental questions in such a manner that there clearly appears the absolute independence of action of both organizations on the international plane.

3. To stimulate through CEA the interest of the national organizations of the various countries of Latin America, to develop, by means of study grants, the exchange of experiences and teachers.

4. To organize jointly educational conferences or seminars.

5. Exchange of publications for the Documentation and study centers of both organizations.

6. Support for campaigns of solidarity, for campaigns of demands of the national teachers groups and defense of the principles of job security and ideological freedom for teachers.

7. Organization of unending campaigns against literature, motion pictures, and radio which are harmful to education.

#### MINUTES OF THE EXECUTIVE COMMITTEE - 18 May 1959

SEVENTH CONGRESS OF AMERICAN EDUCATORS -- Reports of Committees

"And I became a teacher, which means  
I became a creator."

Jose Marti

COMMITTEE NO. 10

Committee No. 10, in charge of miscellaneous questions before the Seventh Congress, took up the following matters:

1. On production cooperatives in every center of technical education. Report by Dr. Maximo N. Angulo.
2. On cooperativist teaching and its contribution to the world's economic development, by Prof. Benito Cordova Suarez, of the Peruvian delegation.
3. On the constitution of the Inter-American Standing Committee on School Press as a member organism of CEA, offered by a number of Peruvian delegates.
4. On the equalization of wages between private teachers and public or State teachers, presented by Antonio Chacon Castillo, fraternal delegate from Peru.
5. A study on "Qualifications Which 7,153 Peruvian Students Demand of Their Teachers," by Dr. Lucia Noriega del Aguila, of the normal school teachers in the Peruvian delegation.
6. A study on the "Importance of Philosophy in the Training of the Elementary Teacher," by the priest Arsenio Marino.
7. On a report of the Investigation Committee on the Kraus case, anonymous.
8. Motions on solidarity of Latin American teachers members of CEA with the struggle for liberty in Cuba, Venezuela, and Panama.

CONCLUSIONS:

1. With regard to the first and second subjects, we recommend fostering cooperativism in every school grade at the elementary, intermediate, and higher level, with the formation of production cooperatives in those schools, especially the trades ones. Their form of organization is up to study and later suggestions from CEA.

2. On everything referring to the Inter-American Standing Committee on School Press, which is a CEA structural problem, let the Executive Committee of that confederation decide on its appropriateness at its next meeting.

3. On the equalization of wages between private teachers and public or State teachers, the Committee recommends that a decision be taken to the effect that the teaching function should have the same remuneration, in application of the principle of "equal pay for equal work;" therefore there must be unre-served support for the effort that the labor legislation of every Latin American country protect not only private teachers but those of other categories.

4. It is decided that the interesting study entitled "Qualifications Which 7,153 Peruvian Students Demand of Their Teachers." is so important that it should be referred to the next meeting of the CEA Executive Committee so that it will be printed and disseminated among all its component groups.

5. The same decision is made for the recognition and dissemination of the unique study entitled "Importance of Philosophy in the Training of the Elementary Teacher."

6. Let it be decided without dilatory formalities that the Latin American teachers organizations members of CEA resolve to express its unlimited support for the revolutionary movement in Venezuela and Cuba and its great advancement of social reforms.

That in the same manner support be given to the aspirations of the Panamanian people concerning the Canal Zone.

That the CEA Executive Committee immediately draft a concrete plan of action to accomplish these objectives most effectively.

7. That the Congress lend its broadest support to the educational policy of the government of Venezuela, inasmuch as the effort it has made in elementary and adult education is worthy of commendation by the educators of the entire continent.

8. That the executive board of this Seventh Congress and the CEA Committee immediately communicate with the President of the Republic of Peru and the Houses of Congress so that they will take the necessary steps to see that the pensions of retired teachers be made equal to the pay of teachers still in service.

9. That all the organizations members of CEA, this Congress, and its Executive Committee unreservedly and with all their strength support the justified struggle of the teachers of Guatemala against the abuses and arbitrary actions committed by the government of that country.

Lima, 30 January 1960

For the Committee

Enrique W. Sanchez (Mexico)  
Secretary

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END

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